

**TEACHER TRAINEES OF “KURSUS DIPLOMA
PERGURUAN MALAYSIA - PIKIT & PIRD” (KDPM-
PIKIT & PIRD) AS READERS AND TEACHERS
OF ESL READING**

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TEACHER TRAINEES OF
"KURSUS DIPLOMA PERGURUAN MALAYSIA – PIKT & PIRD"
(KDPM-PIKT & PIRD) AS READERS AND TEACHERS
OF ESL READING

by

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It is hereby confirmed that the student has done
all the necessary amendments of the project for acceptance.

Final Year Project Submitted in Partial Fulfilment of the Requirements for the
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(Signature of Supervisor)

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Date: _____

March 2003

DEDICATION

A project entitled **Teacher Trainees of “Kursus Diploma Perguruan Malaysia – PIKT & PIRD” (KDPM – PIKT & PIRD) as Readers and Teachers of ESL Reading** was written by Raden Amri Bin Raden Othman and submitted to The Centre for Language Studies in fulfilment of the requirements for the degree of Bachelor of Science with Honours (Teaching English as a Second Language).

my late father, *Haji Raden Othman Bin Raden Sani*
who departed on 12 Julai 2001,
whose dream was to see me graduate.

It is hereby confirmed that the student has done
all the necessary amendments of the project for acceptance.

(Signature of Supervisor)

(Name of Supervisor)

Date: _____

ACKNOWLEDGEMENTS

In the name of Allah, the Most Gracious and Merciful Who has made it possible for me
This work is dedicated with love to

First and Foremost,

I would like to express my gratitude and appreciation to my supervisor (Mr. Jecky
Meling) for his guidance throughout the project.

My Deepest Love,

my late father, *Haji Raden Othman Bin Raden Sani*

My beloved wife, Umikah who departed on 12 Julai 2001, Amiza, Amisa, Aziera and
Azhira as my source of patience to bear with me
whose dream was to see me graduate.
until the end of this course. I would not have been able to accomplish this project
without their support.

Special Thanks,

To the Dean, lecturers and the staff of the Centre for Language Studies (CLS) UNIMAS,
To my course-mates and friends.

My last and institution, University Malaysia Sarawak for sweet, sour and bitter
memories and the opportunities it has served me.

THANK YOU

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My beloved wife, Umikalthom, and my five children Amira, Amiza, Anisa, Aziera and Athirah as my source of encouragement, for their support and patience to bear with me until the end of this course. I would not have been able to accomplish this project without their support.

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FKT	Programa Kajian Tempatan
ELLS	English Language Literature Studies
NILAM	Modi Ilmu Amalan Membaca / Sapphire Reading Programme
ESL	English as a Second Language
DES	Department of Education Science
ILHA	Inner London Educational Authority
RSPS	Reader Self-perception Scale
TEFL	Teaching of English as a Second Language
UMSAS	Universiti Malaysia Sarawak
SPM	Sijil Pelajaran Malaysia
STPM	Sijil Tinggi Perskolahan Malaysia

ABSTRACT

Teacher trainees of "Kursus Diploma Perguruan Malaysia – PIKT & PIRD"
(KDPM-PIKT) LIST OF ABBREVIATIONS ers of ESL reading

Raden Amri Bin Raden Othman

KDPM	=	Kursus Diploma Perguruan Malaysia
PIRD	=	Pengajian Inggeris Pendidikan Moral
PIKT	=	Pengajian Inggeris Kajian Tempatan
ELLS	=	English Language Literature Studies
NILAM	=	Nadi Ilmu Amalan Membaca / Sapphire Reading Programme
ESL	=	English as a Second Language
DES	=	Department of Education Science
ILEA	=	Inner London Educational Authority
RSPS	=	Reader Self-perception Scale
TESL	=	Teaching of English as a Second Language
UNIMAS	=	Universiti Malaysia Sarawak
SPM	=	Sijil Pelajaran Malaysia
STPM	=	Sijil Tinggi Persekolah Malaysia

ABSTRACT

Teacher trainees of “Kursus Diploma Perguruan Malaysia – PIKT & PIRD” (KDPM-PIKT & PIRD) as readers and teachers of ESL reading

Raden Amri Bin Raden Othman

The study sought to find out teacher trainees' perception as readers, their perception as teachers of ESL reading and their evaluation of the teacher education programme in preparing them to teach reading. It was conducted in two teachers' training colleges in Sarawak; namely, Batu Lintang Teacher's College and Tun Abdul Razak Teacher's College. The samples of the study were 30 teacher trainees that opted for Teaching of English as a Second Language (TESL) in the primary schools. They were selected by simple random sampling. The instrument used in the study was a Likert-scale questionnaire consisting of 25 items. The findings revealed that the respondents were good readers, however, they do not read much. Most of them felt uncomfortable when asked regarding their reading habits. The study further showed that teacher trainees perceived teachers of ESL reading as teachers who liked reading, enjoyed teaching reading and used it to gain knowledge. The results also suggested that the respondents were enthusiastic towards the teaching of reading. The findings indicated that the teacher trainees viewed the teacher education programme as an important scaffold in providing them with the basic knowledge and experience to be an effective teacher of ESL reading.

ABSTRAK

Teacher trainees of “Kursus Diploma Perguruan Malaysia – PIKT & PIRD” (KDPM-PIKT & PIRD) as readers and teachers of ESL reading

Raden Amri Bin Raden Othman

Kajian ini bertujuan untuk mengkaji persepsi guru pelatih sebagai seorang pembaca, guru membaca ESL dan bagaimana mereka menilai program pendidikan guru dari aspek menyediakan mereka untuk mengajar membaca. Kajian ini telah dijalankan di dua buah maktab perguruan di Sarawak iaitu Maktab Perguruan Batu Lintang, Kuching dan Maktab Perguruan Tun Abdul Razak, Kota Samarahan. Sampel kajian ini terdiri dari 30 orang guru pelatih dari Program Pengajaran Bahasa Inggeris sebagai Bahasa Kedua di sekolah rendah. Mereka dipilih melalui kaedah persampelan rawak mudah. Borang soal selidik bersekala Likert yang mengandungi 25 item digunakan dalam kajian ini. Hasil kajian telah mendapati bahawa guru pelatih adalah pembaca yang baik tetapi kurang membaca. Kebanyakan daripada mereka berasa kurang selesa apabila dikemukakan tentang tabiat membaca mereka. Hasil kajian ini telah menunjukkan persepsi guru pelatih terhadap guru membaca ESL merupakan seorang guru yang suka membaca, suka mengajar membaca dan membaca untuk menambah pengetahuan. Guru pelatih juga cenderung untuk mengajar membaca. Hasil kajian ini juga mendapati bahawa guru pelatih menyifatkan program pendidikan guru sangat penting kerana ia membekali mereka dengan pengetahuan asas dan pengalaman untuk menjadi seorang guru membaca ESL yang efektif.

INTRODUCTION

1.0 Introduction

This chapter discusses the background to the study, then it describes about statement of the problem, the objectives of the study followed by research questions, significance of the study and finally the definition of key terms.

1.1 Background to the study

Helping trainee teachers to reflect on their beliefs are considered important because their success in teaching may be determined by their perception of “Can I be a good teacher?”, “Do I want to be a good teacher?”, and “Why?”. Pre-service teachers’ perceptions are also important (Almarza, 1996; Brown 1998). According to Young (1998) certain attitudes and beliefs of pre-service teachers that are derived from their perceptions can have a positive impact on their students’ affective state. Lin and Gorrell (2000) who conducted a study on Taiwanese teacher trainees reported that efficacy beliefs are influenced by cultural and/or social background as well as by the features of a particular teacher education programme and the context of the teacher trainees’ studies. Efficacy is the state in which the samples (Taiwanese teacher trainees) produced results that matched the researcher’s required outcome where as the Oxford Advanced Learner’s Dictionary defines “perception” as the way of seeing, understanding or interpreting something. In this study it refers to the teacher trainees understanding and interpretation of a good reader and teacher of reading.

In the Kursus Diploma Perguruan Malaysia, Pengajian Inggeris - Moral and Pengajian Inggeris – Kajian Tempatan (KDPM-PIRD&PIKT) programmes, the component of reading is divided into three main categories. They are the teaching of reading skills, the teaching of reading methodology and the teaching of reading literary texts. The teaching of reading skills is to equip teacher trainees with the basic necessary knowledge as teachers of ESL reading. The teaching of reading methodology is to offer teacher trainees the different approaches in teaching reading and also the teaching of reading literary texts is to develop awareness of literary text such as poetry, novel and drama among teacher trainees.

The Sunday Star newspaper (8th August, 1999: 2) reported that "the poor reading Competence and efficacy belief are individuals' general perceptions of the trainees' competence in different areas and this also includes reading. According to Guthrie (1999) belief in the self-efficacy predicts text comprehension, and students will work attentively to master them using their cognitive strategies productively. Chunk (1991) stated that some other related studies have clearly demonstrated students' sense of efficacy was related to their academic performance. Increased intrinsic motivation has been found related greater interest in the reading material, higher reading performance and amount of reading (Wigfield & Guthrie, 1997). It has also been found related to higher frequency of reading, higher achievement in text-comprehension tasks (Benware & Deci, 1984; Gottfried 1990) and higher sense of competence (Miller 1993).

1.2 Statement of the problem

A survey conducted by two lecturers from the School of Humanities and Social Science Universiti Sains Malaysia, Penang, revealed that many of the First Year Student for the B.A. in English Language and Literature Studies (ELLS) programme read very little

(except for some who read the daily newspapers) and seem uncomfortable when asked about their reading interests, citing the usual reasons which are due to the lack of time and access to reading materials to account for the little time spent on this activity (Sarjit & Rosy, 1999). The survey further reported that the reason for it was that the students were experiencing reading difficulties and one of the steps taken to minimise reading problems would be to incorporate study skills components within the courses or to make reading lists (particularly literature texts) more manageable.

1.1 Research Objectives

The Sunday Star newspaper (8th August, 1999: 2) reported that "the poor reading habits among Malaysians was common knowledge but, in true Malaysian fashion, it took an official survey to push the education sector that something had to be done fast." Among the solution taken by the Education Ministry was to come up with the NILAM (Nadi Ilmu Amalan Membaca or Sapphire) programme in 1998 to nurture the reading habit among school children. However, as indicated by Sarjit & Rosy (1999), many schools have yet to start the programme and those that have are still in the infancy stage. Various reasons for setbacks in the implementation of this reading programme have been cited, among which include the recent economic downturn making a national launch impossible. Many teachers have also expressed confusion about the concept and are unsure about implementing it in their schools.

1.2 Explore teachers' views of KTEM-PIRD & PIKT's evaluation of the teacher education

Teachers played an important role in shaping reading as a culture among Malaysians. According to Nesamalar, Saratha, & Teh (1995) effective strategies in teaching reading can be planned and employed by observing learner's behaviour to help

learners improve their reading. Teacher trainees need to equip themselves with the knowledge and expertise so that teachers are aware of the learners needs when teaching reading. The teacher education program is a program that is designed for and conducted to trainee teachers. Therefore, it is important to find out what trainee teachers think, feel and know about the various facet of their education program such as the teaching of the reading component.

1.3 Research Objectives

The aims of this study are to find out the extent of teacher trainees:

- i) as readers.
- ii) as teachers of ESL reading.
- iii) evaluation of the teacher education program in assisting them to be good

readers and effective reading teachers.

1.3.1 Specific objectives

The specific objectives of this study are:

- i) Explore trainees of KDPM-PIRD&PIKT's perceptions as readers.
- ii) Explore trainees of KDPM-PIRD&PIKT's perceptions as teachers of ESL reading.
- iii) Explore trainees of KDPM-PIRD & PIKT's evaluation of the teacher education program in preparing them to teach reading.

Thus, it is hoped that the

1.4 Research questions

From the objectives of the study, research questions were formulated to guide the researcher in the study. The research questions are as follows:

- i) How do teacher trainees of KDPM-PIRD & PIKT describe themselves as readers?
- ii) How do teacher trainees of KDPM-PIRD & PIKT describe themselves as teachers of ESL reading? (1992:p268), "perception" is the recognition and
- iii) How do teacher trainees of KDPM-PIRD & PIKT evaluate their teacher education program in preparing them to teach reading? cognition and understanding

1.5 Significance of the study

Teaching reading to young children is a challenging task because young children span of concentration is short and they are easily distracted by elements within their environment. Furthermore, not all school children have the same level of literacy and family educational background and motivation. However Rubin (1993) stated that a well-prepared, dedicated and knowledgeable teacher finds that teaching reading to a child is an exciting, worthwhile and rewarding effort. A good reading teacher is a teacher who is a reader and also has the knowledge of how reading is learnt and taught. and by the teacher's perception, experience and language proficiency.

The study hopes to give a better understanding of teacher trainees of KDPM-PIRD & PIKT's perception as readers and teachers of ESL reading. Thus, it is hoped that the finding of the study will help in providing prospect trainees, teacher educators and

curriculum developers some insights regarding the perception of teacher trainees of KDPM-PIRD & PIKT programme and how do they rated their teacher education program in relation to prepare them to be readers and teachers of ESL reading.

Norazlina, Sarudin & Teh (1995) defined "ESL" as English as a Second Language. With

1.6 Definitions of Key Terms defined as English as a Second Language where English language is officially the second language but not a native language of Malaysia. The

1.6.1 Perception is taught as a compulsory subject in all schools from primary to upper

secondary. According to Richard et. al. (1992:p268), "perception" is the recognition and understanding of events, objects and stimuli through the use of senses (sight, hearing, touch, etc.). In this study "perception" refers to the trainees recognition and understanding of a good reader and teacher of ESL reading.

teacher education program consisted of three

1.6.2 Reading

The definition of "reading" in the study was based on the definition by Zintz (1992) that defined reading as a complicated set of interactions between a reader and the text in order to derive meaning. It covers both the use of sensory and mental process in which involves the using of the eyes and mind. Similarly, Wallace (1988) defined "reading" as an ability to relate written symbols to sounds. Meaning reading is a complex process in which the recognition and comprehension of written symbols are influenced by the reader's perception, experience and language proficiency.

However Clark & Carter (1980) categorised these three components of teacher education program into two parts: (i) theories and (ii) practice. The first part (theories) normally comes before the practical part. It concerns with the educational disciplines such

1.6.3 ESL

According to Richard et. al. (1992:p124), “ESL” is the role of English in countries where it is widely used within the country but is not the first language of the population. Nesamalar, Saratha & Teh (1995) defined “ESL” as English as a Second Language. With regards to this study, “ESL” is defined as English as a Second Language where English language is officially the second language but not a native language of Malaysia. The English language is taught as a compulsory subject in all schools from primary to upper secondary level in Malaysia.

1.6.4 Teacher Education Programme

Sufean Hussin (1993) stated that the teacher education program consisted of three main components. They are professional component, academic component and personal component.

The first component: professional component comprises theories, teaching practice and attitudes in teaching. It is aimed to inculcate skills, attitudes and basic knowledge of teaching in the learners who are either pre-service or in-service teachers. The second component comprises core and elective courses, aimed to develop the subject matter-knowledge. Whereas the last component comprises arts and recreation and extra curricular activities aimed at developing skills in managing sports, extra curricular activities and socialising.

However Clark & Cutler (1990) categorised these three components of teacher education program into two parts: (i) theories and (ii) practice. The first part (theories) normally comes before the practical part. It concerns with the educational disciplines such

as “educational philosophies, learning theories, history of education and human development” (p.19) where as the second part of teacher education emphasize mainly with teaching practice.

REVIEW OF LITERATURE

In this study, teacher education program refers to the definition given by Sufean Hussin (1993).

1.6.5 Teacher trainees

Clark and Cutler (1990) regarded students who undergone teacher education program as teacher trainees and upon completing their course they will be posted to schools to be trained teacher. In this study, teacher trainees are students of teacher's training colleges that undergone teacher education program (KDPM). Teacher trainees in this study referred to all the respondents from the two teachers training colleges in Sarawak, Malaysia.

Conclusion

This chapter discussed the early stages of the study such as background to the study, statement of the problem, objectives and research questions, significance of the study and definitions of key terms. In the following chapter this study focuses on the review of literature.

CHAPTER 2

REVIEW OF LITERATURE

2.0 Introduction

This chapter discusses about the theories of reading process, “bottom up” theory of reading process, “top down” theory of reading process, an interactive model of reading process, the importance of reading, process of reading, oral reading, reader, proficient and poor reader, reading teacher, teacher trainees and teacher education program. Throughout this study the researcher will refer to the mentioned definitions when discussing the above matters.

2.1 Theories of Reading Process

According to Sloan and Whitehead (1986), there are three main groups of theories of how reading takes place. They are generally referred to as “Bottom up”, “Top down” and “Interactive”. These are terms that refer to the flow of information in a processing system.

2.1.1 “Bottom Up” Theory of the Reading Process

According to Sloan and Whitehead (1986), Bottom up model is illustrating that reading begins with the recognition of the smallest unit of word that are combine to form words, words forming phrases and sentences that the reader is able to understand what the author is writing. It is categorized under the behaviourist theory because the combination of letters to form words representing the stimulus and the

recognition (reading) is the response. They further elaborated that the drawbacks of this theory is that it does not take in to account the readers' prior knowledge in constructing the meaning of the reading text.

2.1.2 "Top Down" Theory of the Reading Process

The top down theory argues that the reader when reading uses his/her background knowledge in helping to construct meaning (understand) from a reading text. It emphasizes that reading begins with the readers' background knowledge as the starting point for recognising a text. In a top down theory of reading, the most important element is the prior knowledge of a reader that is variable and not the print (Sloan and Whitehead, 1986).

2.1.3 An Interactive Model of the Reading Process

The Interactive Model of reading is the combination of the "Bottom Up" and "Top Down" theories of reading process because it argues that a reader while reading will apply both the theories (Sloan and Whitehead, 1986). This interactive model suggest that readers can be taught to adjust their reading strategies flexibly, selecting the best strategy to fulfil their purpose for reading and responding to the text. In this study, reading is referred to the Interactive Model of the reading process.

2.2 The Importance of Reading

Reading is as a mean of equipping individuals with necessary skills, knowledge and information about their surroundings. Though, different people read for different purposes (Wallace, 1993). Some individual read for entertainment, to follow instruction to get

something done, to find ways to solve problems and so on. For students, reading played an important role to increase their knowledge especially in academic fields. According to Moore (1995), "reading is an avenue of learning – a tool, a means to an end" and this means that initially one learns to read, but after he knows how to read, he then reads to learn. For instance, in the case of learning English language the students need to learn to read English books first, only then they read to learn. Rivers (1968) pointed that reading is an important activity in expanding the knowledge of a language. These indicated that reading is highly needed so that students have a broader knowledge of a language and the world (general knowledge). This was further supported by Ahuja & Pramila (1995) saying that reading makes a full man and this means that reading provides man with ideas, understanding and background knowledge for better comprehension of what was read.

8) Syntactic knowledge / The information about language, i.e. how sentences are

As stated by Dechant (1982) the more knowledge readers can acquire, the more they are proficient in that language and the more knowledge about culture of the world. Furthermore, reading can also increase students' understanding and knowledge of the speakers' way of thinking, contemporary activities and contributions to fields of artistic and intellectual endeavour.

(graphophonic) relations, i.e. the print is sound
connection.

As indicated by Wallace (1993), the positive impact of reading for pleasure in any language is fluency. She further stressed that without fluency, readers are likely to face problems in comprehending the materials read. Furthermore, it could demotivate readers to read other than the compulsory reading such as readings to fill in forms to withdraw money

reading should be the teacher might help LFL readers to get rid of the text-based, bottom-up